



1993 AMENDMENTS to the Program of Studies: Junior High Schools

1. Replace front-end pages i to xii.
2. PHYSICAL EDUCATION: Replace Physical Education C.1–C.2.
3. NATIVE LANGUAGES: Replace Cree Language and Culture Program D.1.
4. SECOND LANGUAGES: Replace French as a Second Language sections B. C. and D.

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PROGRAM *of* STUDIES

Junior High Schools

This Program of Studies is issued under the authority of the Minister of Education pursuant to Section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S-3.1 as amended by the *School Amendment Act*, 1990, consolidated July 12, 1990, with amendments in force September 1, 1990.

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PROGRAM OF STUDIES: JUNIOR HIGH SCHOOLS

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The dates on the grid indicate the most current and up-to-date sections in each program of studies.

Course	A. Program Rationale and Philosophy	B. General Learner Expectations	C. Curriculum Standards/ Specific Learner Expectations	D. Basic Learning Resources
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Beginning Level		1992	1992	1993
Intermediate Level		1993	1993	1993
German as a Second Language	1984	1984	1984	1984
Ukrainian as a Second Language	1984	1984	1984	1985

INTRODUCTION

The *Program of Studies: Junior High Schools* is primarily a description of the expectations for student learning at Grade level 7 through Grade level 9. The content of the program of studies is focused on what students are expected to know and be able to do in each core course and each provincially authorized complementary course that has been developed for these grade levels. Basic student learning resources are also listed.

Though the program is outlined in courses, listed by subject area category, there is no requirement that organization for instruction be based on these categories. There are many connections that can be made across the various subject areas of the curriculum. Integrating across subject areas and providing ways for students to make connections enhances student learning.

For guidelines and regulations regarding the offering of junior high courses, readers are referred to the current issue of the *Guide to Education: Junior High School Handbook*. Alberta Education also produces a variety of publications to support programs of study. Teacher resource manuals, curriculum guides and monographs on a variety of topics are available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750). Basic and support student learning resources, and authorized teaching resources, are listed in the Learning Resources Distributing Centre's *Buyers Guide*.

GOALS OF EDUCATION FOR ALBERTA

INTRODUCTION

The following statements of goals direct education in Alberta's schools. These goals are the basis from which specific learner expectations for various subjects and grade levels are developed. They also provide an important foundation for school and classroom planning.

Planning of learning activities, and the selection of learning resources, should be based not only on the specific learner expectations listed in programs of study, but also on the larger intent of those programs, as reflected in the goals. Local approaches used in delivering the program are critical to achievement of these goals adopted for Alberta by order of the Minister, pursuant to section 25(1)(f) of the *School Act*.

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- develop intellectual curiosity and a desire for lifelong learning
- develop the ability to get along with people of varying backgrounds, beliefs and lifestyles
- develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others
- develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations

- develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society
- develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavours
- develop an appreciation for the role of the family in society
- develop an interest in cultural and recreational pursuits
- develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment
- develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfill personal aspirations while making a positive contribution to society.

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- develop competencies in reading, writing, speaking, listening and viewing
- acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies (including history and geography), with appropriate local, national and international emphasis in each

- develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner
- acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being
- develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels
- acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students, some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

DESIRABLE PERSONAL CHARACTERISTICS

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many sources, cultural, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities that take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but, rather, the list is a compilation of the more important attributes that schools ought to foster.

The Alberta community lives with a conviction that human beings are unique and are uniquely related to their world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Ethical/moral characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

ETHICAL/MORAL CHARACTERISTICS

Respectful	- has respect for the opinions and rights of others, and for property.
Responsible	- accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/just	- behaves in an open, consistent and equitable manner.
Tolerant	- is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.
Honest	- is truthful, sincere, possessing integrity; free from fraud or deception.
Kind	- is generous, compassionate, understanding, considerate.
Forgiving	- is conciliatory, excusing; ceases to feel resentment toward someone.
Committed to democratic ideals	- displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
Loyal	- is dependable, faithful; devoted to friends, family and country.

INTELLECTUAL CHARACTERISTICS

- | | |
|------------------------|---|
| Open-minded | - delays judgments until evidence is considered, and listens to other points of view. |
| Thinks critically | - analyzes the pros and cons; explores for and considers alternatives before reaching a decision. |
| Intellectually curious | - is inquisitive, inventive, self-initiated; searches for knowledge. |
| Creative | - expresses self in an original but constructive manner; seeks new solutions to problems and issues. |
| Pursues excellence | - has internalized the need for doing his or her best in every field of endeavour. |
| Appreciative | - recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings. |

SOCIAL/PERSONAL CHARACTERISTICS

- | | |
|--|---|
| Cooperative | - works with others to achieve common aims. |
| Accepting | - is willing to accept others as equals. |
| Conserving | - behaves responsibly toward the environment and the resources therein. |
| Industrious | - applies self diligently, without supervision. |
| Possesses a strong sense of self-worth | - is confident and self-reliant; believes in own ability and worth. |
| Persevering | - pursues goals in spite of obstacles. |
| Prompt | - is punctual; completes assigned tasks on time. |
| Neat | - organizes work in an orderly manner; pays attention to personal appearance. |
| Attentive | - is alert and observant; listens carefully. |
| Unselfish | - is charitable, dedicated to humanitarian principles. |
| Mentally and physically fit | - possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health. |

RELIGIOUS AND PATRIOTIC INSTRUCTION

There is one section in the *School Act* which has to do with religious and patriotic instruction. It is reproduced here for the information of teachers and administrators.

SECTION 33(1) A board may

- (a) prescribe religious instruction to be offered to its students;
- (b) prescribe religious exercises for its students;
- (c) prescribe patriotic instruction to be offered to its students;
- (d) prescribe patriotic exercises for its students;
- (e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
- (b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS-3.1 s33; 1990 c36 s16

COMMON ESSENTIAL LEARNINGS

The *Secondary Education in Alberta* policy statement, June 1985 (p. 14) states:

The intellectual purpose of the secondary school should be emphasized by providing opportunities for all students to acquire basic communication and computation skills and to develop analytical, creative, and critical thought processes. These skills must be integrated across all subject areas. A continuum of general concepts, skills and attitudes necessary for developing students' thinking skills will be integrated across the curriculum, from elementary education to the end of secondary education.

In *Vision for the nineties . . . a plan of action* emphasis is placed on ensuring that all students develop strong basic skills including mathematics, interpersonal and communication skills, such as speaking,

debating, spelling and writing. Students should also be helped to develop conceptual, analytical, critical and creative thinking skills, learn how to learn, and apply these skills in everyday life. These skills would provide a sound foundation for higher level skill development required by all students in a rapidly changing world.

Further information regarding thinking skills is provided in *Teaching Thinking: Enhancing Learning*, 1990 and *Teaching Skillful Thinking: A Staff Development Program for Educators*, 1986, which includes videotapes, with background readings and suggested workshop activities. These resources are available for purchase from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

LEARNING RESOURCES

POLICY

Alberta Education selects, acquires, develops, produces, translates and authorizes the best possible instructional materials for the implementation of approved programs of study.

LEARNING RESOURCE CATEGORIES

In terms of provincial policy, learning resources are those print, non-print and electronic software materials used by teachers or students to facilitate teaching and learning. Many learning resources, both publisher developed and teacher made, are available for use in implementing junior high school programs. Decisions about the selection and use of resources are a local matter and should take into account the student skill levels, interests, motivations and stages of development.

Alberta Education authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery.

Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of the course(s), substantial components of the course(s), or the most appropriate for meeting general learner expectations across two or more grade levels, subject areas or programs as outlined in provincial programs of study. These may include any resource format, such as print, computer software, manipulatives or video.

In exceptional circumstances, a teacher resource may be given basic status.

Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Education to assist in addressing some of the learner expectations of course(s) or components of course(s); or to assist in meeting the learner expectations across two or more grade levels, subject areas or programs as outlined in the provincial programs of study. These may include any resource format, such as print, computer software, manipulatives or video.

Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Education (for example, by publishers) that have been reviewed by Alberta Education, found to meet the criteria of review and to be the best available resources to support the implementation of programs of study and courses, and the attainment of the goals of education; they have been authorized by the Minister. Teaching resources produced as service documents by Alberta Education, such as teacher resource manuals (TRMs), diagnostic programs and monographs, are authorized by definition.

AVAILABILITY

Most authorized resources are available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

Resources are listed in the Learning Resources Distributing Centre's *Buyers Guide*.

SECTIONS OF THE PROGRAM OF STUDIES

Each program or course of study is outlined in four sections. For programs and courses authorized prior to 1993, the four sections are as follows:

A. Program Rationale and Philosophy

This section outlines the basic beliefs and fundamental principles that form the foundation of each program or course of study.

B. General Learner Expectations

This section states, in broad terms, what students should know and be able and willing to do as a result of their learning.

C. Specific Learner Expectations

This section indicates the scope of student learning encompassed by each course or program, and it identifies the specific competencies that students should demonstrate at each grade level.

D. Basic Learning Resources

Herein are listed those student and teacher materials that have been authorized as basic to implementation. Authorization does not require their use in program delivery.

For those components of the program of studies authorized in 1993 and subsequent years, the four sections are as follows:

A. Program Rationale and Philosophy

This section outlines the basic beliefs and fundamental principles that form the foundation of each program or course of study.

B. General Learner Expectations

This section states, in broad terms, what students should know and be able and willing to do as a result of their learning.

C. Curriculum Standards

i. Specific Learner Expectations

This subsection indicates the scope of student learning encompassed by each course or program, and it identifies the specific competencies for each grade level or course.

ii. Examples of Student Performance

This subsection provides examples of student performance that demonstrate achievement of specific learner expectations. In some cases, the exemplars may be developed in videotape or other formats, and will be provided as supplements to the program or course of studies.

D. Basic Learning Resources

Herein are listed those student and teacher materials that have been authorized as basic to implementation. Authorization does not require their use in program delivery.

C. CONTENT

SECONDARY PHYSICAL EDUCATION PROGRAM MODEL

The Secondary Physical Education Program is comprised of seven dimensions: aquatics, dance, fitness, games, gymnastics, individual activities and outdoor pursuits. By engaging in a balanced selection of activities drawn from each dimension at levels appropriate to each student's unique ability and aptitude, students will develop their physical skills, knowledge of physical movement, positive personal attributes, and interpersonal skills and attitudes. Confidence, respect for oneself and others, and a predisposition toward lifelong engagement in physical activity, with the attendant rewards of health, self-esteem and positive social relationships, are the long-term objectives of the physical education program.

PROGRAM BALANCE

A well-balanced program provides opportunities for students to participate in activities from all seven dimensions, appreciating local or individual considerations such as access to facilities, religious persuasion, or health. A balanced physical education program drawn from each of the seven dimensions will provide a broad and varied program of physical education.

Activity selection and time allocation will be determined by the needs and development of the students, by the program objectives, and by many other factors.

The balance may also differ from grade to grade depending on such factors as individual needs, time and facilities.

REQUIRED/ELECTIVE COMPONENTS

Each dimension of the Grades 7 through 9 physical education program must receive no less than 10% of the available instructional time at each grade level. The required component of 80% of the available instructional time therefore allows the remaining 10% to be used for extension of one or more dimensions. The 20% elective component can be applied to one or more

of the dimensions for enrichment or remediation. This 20% is not an addendum to the required component but should be utilized throughout the duration of the course as indicated by student needs and interests.

SKILL PROGRESSION WITHIN EACH ACTIVITY

The skills for each activity are developed into four sequential levels. (The activities and levels are presented in the curriculum guide.) Each level may serve as a stage to introduce and develop some of the necessary skills. Subsequent levels should reinforce the existing skills.

It should be noted that neither the skills nor levels are intended to be rigidly interpreted. They serve as guides for teachers in the modification and development of programs tailored to their individual circumstances.

The progressions suggested should not be tied to grade levels, as they merely represent a suggested sequence. Activity instruction normally begins with simple activities and progresses to the more complex. Starting points and progressions are dependent upon individual participants and are not necessarily determined by grade level. Natural ability and skills gained from previous learning experiences both in and out of school need to be assessed in order to develop a program based on individual student needs.

APPLICATION OF SECONDARY PHYSICAL EDUCATION PROGRAM

The physical education program is intended to provide students in Grades 7 through 9 with an opportunity to develop skills in a variety of physical activities at levels of proficiency reflective of each student's unique abilities. It is therefore mandatory that all seven dimensions of the program be addressed in the required component of each course in Grades 7 through 9 notwithstanding the exemptions specified on the following page.

EXEMPTIONS

As an integral part of the well-balanced physical education program, each of its seven dimensions includes activities selected to

contribute to the attainment of the learner expectations. In the following specified circumstances, however, exemptions may be warranted from one or more dimensions of the course.

PROGRAM EXEMPTIONS

Category	Conditions for Exemption	Procedures and Approval Process	Alternative Experiences
INDIVIDUAL	Religious beliefs	<ul style="list-style-type: none">• Statement in writing from parent to principal.	<ul style="list-style-type: none">• When exemption is granted, alternative activities consistent with the goals and objectives of the specific dimension should be substituted, where appropriate.
INDIVIDUAL	Medical	<ul style="list-style-type: none">• Certification to principal by medical practitioner with statement of activities in which the student is not able to participate.	
CLASS, GRADE OR SCHOOL	Access to facilities	<ul style="list-style-type: none">• Initiated by local school authority or parent.• Approved by local school authority.• Exemption shall be registered on the School Program Plan form and approved by the Alberta Education Regional Office serving the area.	

D. BASIC LEARNING RESOURCES

Weber-Pillwax, C. *Billy's World*. Cree language version. Edmonton, AB: Reidmore Books, 1991.

ISBN 0919091737

B. GENERAL LEARNER EXPECTATIONS

BEGINNING LEVEL

Global Learner Expectations	General Learner Expectations																		
Based on their life experiences, <i>learners will be able to:</i>	Based on their life experiences, <i>learners will be able to</i> , depending on the field of experience:																		
Experience/ ... participate in various language experiences that will enable them to ...	<ul style="list-style-type: none">engage in language experiences dealing with:<table><tr><td>Beginning 1</td><td>Beginning 2</td><td>Beginning 3</td></tr><tr><td>School</td><td>Community</td><td>Activities</td></tr><tr><td>People around us</td><td>Clothing</td><td>Vacations</td></tr><tr><td>Weather</td><td>Exercise</td><td>Fine arts</td></tr><tr><td>Animals</td><td>Food</td><td>Trades and professions</td></tr><tr><td>Holidays and celebrations</td><td>Housing</td><td>Hygiene and safety</td></tr></table>and other fields that relate to their needs and interests	Beginning 1	Beginning 2	Beginning 3	School	Community	Activities	People around us	Clothing	Vacations	Weather	Exercise	Fine arts	Animals	Food	Trades and professions	Holidays and celebrations	Housing	Hygiene and safety
Beginning 1	Beginning 2	Beginning 3																	
School	Community	Activities																	
People around us	Clothing	Vacations																	
Weather	Exercise	Fine arts																	
Animals	Food	Trades and professions																	
Holidays and celebrations	Housing	Hygiene and safety																	
Communication ... express, in French, their experiences, ideas and feelings and understand those of other learners while interacting with interlocutors in various situations ...	<ul style="list-style-type: none">understand a series of simple oral and written statements in a given controlled or structured contextexpress their communicative intent by producing simple oral and written messages of at least two or three statements in a given controlled or structured context																		
Culture ... seek information on and understand different aspects of francophone cultures in Canada and elsewhere with a view to broadening their awareness of such cultures and more effectively interpreting them ...	<ul style="list-style-type: none">identify the presence of francophone individuals and groups and concrete facts about francophone culture at the local, provincial, regional and national levels																		
Language ... understand and use the linguistic code, which encompasses the sound-symbol system, vocabulary, grammar and discourse features, to fulfill their communicative intents in various situations ...	<ul style="list-style-type: none">understand and use, orally and in writing, the sound-symbol system, vocabulary and word order in simple communications in the present tense																		

Global Learner Expectations	General Learner Expectations
<p>General Language Education . . . be aware of the nature of learning and its role in individual cognitive, socio-affective and metacognitive development.</p>	<ul style="list-style-type: none"> • identify key words in a communication to develop tolerance of ambiguity (cognitive) • discover the language by establishing associations between words (cognitive) • develop the positive attitude of taking risks by voluntarily using their knowledge (socio-affective) • develop the ability to use selective attention (metacognitive).

INTERMEDIATE LEVEL

Global Learner Expectations	General Learner Expectations
Based on their life experiences, <i>learners will be able to</i> :	Based on their life experiences, <i>learners will be able to</i> , depending on the field of experience:
Experience/ ... participate in various language experiences that will enable them to ...	<ul style="list-style-type: none"> engage in language experiences dealing with: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 30%;"> Intermediate 4 Health and exercise Holidays and celebrations Clubs and associations Shopping Senses and feelings </div> <div style="width: 30%;"> Intermediate 5 Close friends Fashion Social life Outdoor activities Advertising </div> <div style="width: 30%;"> Intermediate 6 World of work Trips, excursions or student exchanges Money Role of the media Conservation and the environment </div> </div> <p style="margin-top: 10px;">and other fields that relate to their needs and interests</p>
Communication ... express, in French, their experiences, ideas and feelings and understand those of other learners while interacting with interlocutors in various situations ...	<ul style="list-style-type: none"> understand the meaning of an oral or written text on familiar topics in mainly structured situations, in addition to some unstructured situations express their communicative intent based on the communicative task, orally and in writing, by producing a series of connecting ideas, usually prepared in advance and, on occasion, spontaneously
Culture ... seek information on and understand different aspects of francophone cultures in Canada and elsewhere with a view to broadening their awareness of such cultures and more effectively interpreting them ...	<ul style="list-style-type: none"> describe some facets of francophone cultures by identifying and researching the similarities and differences between the culture of their community and francophone cultures at local, provincial, regional, national and international levels
Language ... understand and use the linguistic code, which encompasses the sound-symbol system, vocabulary, grammar and discourse features, to fulfill their communicative intents in various situations ...	<ul style="list-style-type: none"> understand and use the sound-symbol system, vocabulary, and word and sentence order in simple and complex oral and written communications, especially in the present and future tenses, and occasionally in the past tense

Global Learner Expectations	General Learner Expectations
<p>General Language Education</p> <p>... be aware of the nature of learning and its role in individual cognitive, socio-affective and metacognitive development.</p>	<ul style="list-style-type: none"> • identify the main message in a communication to develop tolerance of ambiguity (cognitive) • discover the language by using non-verbal clues or other aids extraneous to the text (dictionaries, graphs, illustrations) to assist in the comprehension or production of a communication (cognitive) • take risks by accepting that mistakes are a part of language learning (socio-affective) • develop an individual learning plan regarding a particular task (metacognitive).

C. SPECIFIC LEARNER EXPECTATIONS

BEGINNING LEVEL

Component	Beginning 1	Beginning 2	Beginning 3
Based on their life experiences, <i>learners will be able to</i> , depending on the field of experience:			
Experience/	<ul style="list-style-type: none"> engage in various language experiences in the following fields: <ul style="list-style-type: none"> - school - people around us - weather - animals - holidays and celebrations 	<ul style="list-style-type: none"> engage in various language experiences in the following fields: <ul style="list-style-type: none"> - community - clothing - exercise - food - housing 	<ul style="list-style-type: none"> engage in various language experiences in the following fields: <ul style="list-style-type: none"> - activities - vacations - fine arts - trades and professions - hygiene and safety
Communication	<p>and other fields that relate to their needs and interests</p> <ul style="list-style-type: none"> understand the meaning of a series of simple oral statements containing basic vocabulary and commonly used sentences express their communicative intent by orally producing simple and/or commonly used messages containing one or two statements in a structured context 	<p>and other fields that relate to their needs and interests</p> <ul style="list-style-type: none"> understand the meaning of a series of simple oral or written statements using basic vocabulary and commonly used sentences express their communicative intent by producing, orally and in writing, simple and/or commonly used messages containing one or two statements in a structured context 	<p>and other fields that relate to their needs and interests</p> <ul style="list-style-type: none"> understand the meaning of variations of simple oral or written statements and commonly used sentences express their communicative intent by producing, orally and in writing, simple messages by recombining two or three statements in a structured context
Culture	<ul style="list-style-type: none"> identify concrete facts that reveal the presence of francophone individuals and groups in their immediate surroundings 	<ul style="list-style-type: none"> identify concrete facts that reveal the presence of francophone individuals and groups at the local, provincial and regional levels 	<ul style="list-style-type: none"> identify concrete facts that reveal the presence of francophone individuals and groups at the provincial, regional and national levels
Language	<ul style="list-style-type: none"> understand the sound-symbol system and vocabulary appropriate to simple oral messages in the present tense use, orally, the sound-symbol system related to vocabulary appropriate to the field of experience in the present tense, employing the following linguistic elements: 	<ul style="list-style-type: none"> understand the sound-symbol system, vocabulary and word order appropriate to simple oral or written messages in the present tense use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, while respecting word order in the present tense, and using the following linguistic elements: 	<ul style="list-style-type: none"> understand the sound-symbol system, vocabulary and variations in word order appropriate to simple oral or written messages in the present tense use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, while respecting word order in the present tense, and using the following linguistic elements:

Component	Beginning 1	Beginning 2	Beginning 3
Language (continued)	INTRODUCTION <ul style="list-style-type: none"> gender the plural of nouns definite and indefinite articles verbs, such as avoir, être, faire and aller in the present tense, using the appropriate personal pronoun negative and affirmative sentences expressions with avoir and faire (<i>J'ai dix ans. Il fait froid.</i>) prepositions of place commonly used sentences cohesive elements at the word level (word connectors) commonly asked questions 	DEVELOPMENT	REFINEMENT
		INTRODUCTION <ul style="list-style-type: none"> qualifying adjectives the imperative form (singular) possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa, ses) -ER verbs in the present tense, using the appropriate personal pronoun the questions: qu'est-ce que...?, qui...?, quand est-ce que...?, où est-ce que...?, quel...? the partitive 	DEVELOPMENT
			INTRODUCTION <ul style="list-style-type: none"> vouloir, pouvoir and devoir in the present tense, using the appropriate personal pronoun the questions: comment est-ce que...?, combien est-ce que...?, and pourquoi est-ce que...? -IR and -RE verbs in the present tense, using the appropriate personal pronoun possessive adjectives (notre, nos, votre, vos, leur, leurs) the immediate future, using the appropriate personal pronoun the imperative form (all forms) the pronominal form: e.g., Je me lève

Component	Beginning 1	Beginning 2	Beginning 3
General Language Education	<ul style="list-style-type: none"> ● identify cognates in oral communications (cognitive) ● associate gestures or illustrations with words, orally (cognitive) ● articulate, voluntarily, statements that are presented (socio-affective) ● identify, orally, with the teacher's assistance, key words needed to follow directions concerning a task (metacognitive). 	<ul style="list-style-type: none"> ● identify the meaning of words by their roots in oral and written communications (cognitive) ● identify related words, orally and in writing (cognitive) ● respond voluntarily to a statement or to aspects of non-verbal communication (socio-affective) ● identify, orally and in writing, with the teacher's assistance, key words needed to follow directions concerning a task (metacognitive). 	<ul style="list-style-type: none"> ● identify the meaning of phrases, using the context (cognitive) ● identify word families, orally and in writing (cognitive) ● create, voluntarily, statements using words and commonly used sentences (socio-affective) ● identify, orally and in writing, without teacher assistance, key words needed to follow directions concerning a task (metacognitive).

INTERMEDIATE LEVEL

Component	Intermediate 4	Intermediate 5	Intermediate 6
Based on their life experiences, <i>learners will be able to</i> , depending on the field of experience:			
Experience/	<ul style="list-style-type: none"> engage in various language experiences in the following fields: <ul style="list-style-type: none"> health and exercise holidays and celebrations clubs and associations shopping senses and feelings 	<ul style="list-style-type: none"> engage in various language experiences in the following fields: <ul style="list-style-type: none"> close friends fashion social life outdoor activities advertising 	<ul style="list-style-type: none"> engage in various language experiences in the following fields: <ul style="list-style-type: none"> world of work trips, excursions or student exchanges money role of the media conservation and the environment
Communication	<p>and other fields that relate to their needs and interests</p> <ul style="list-style-type: none"> understand the meaning of a series of interrelated ideas in oral or written texts dealing with a familiar topic in mainly structured situations, in addition to some unstructured situations express their communicative intent based on the communicative task, by producing, orally and in writing, a series of interrelated ideas, mostly prepared but sometimes spontaneously 	<p>and other fields that relate to their needs and interests</p> <ul style="list-style-type: none"> understand the meaning of a fairly long series of interrelated ideas in oral or written sentences dealing with a familiar topic in both structured and unstructured situations express their communicative intent based on the communicative task, by producing, orally and in writing, a series of interrelated ideas, mostly prepared but sometimes spontaneously 	<p>and other fields that relate to their needs and interests</p> <ul style="list-style-type: none"> understand the meaning of an oral or written text containing simple and complex ideas dealing with a variety of familiar topics in both structured and unstructured situations express their communicative intent based on the communicative task, by producing, orally and in writing, a prepared or spontaneous series of interrelated ideas
Culture	<ul style="list-style-type: none"> research and identify the similarities and differences between the culture of their community and francophone cultures at the local, provincial, regional or national levels 	<ul style="list-style-type: none"> research and identify the similarities and differences between their own culture and francophone cultures at the national and international levels 	<ul style="list-style-type: none"> research and identify similarities and differences between their own culture and international francophone cultures

Component	Intermediate 4	Intermediate 5	Intermediate 6
Language	<ul style="list-style-type: none"> understand the sound-symbol system, vocabulary and word order appropriate to simple oral or written texts in the present and future tenses use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences, especially in the present tense, occasionally in the future tense, and use the following linguistic elements: 	<ul style="list-style-type: none"> understand the sound-symbol system, vocabulary and sentence order appropriate to simple oral or written texts in the present, future and past tenses use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences, especially in the present tense and the future tense, occasionally in the past tense, and use the following linguistic elements: 	<ul style="list-style-type: none"> understand the sound-symbol system, vocabulary and sentence order appropriate to simple and complex oral or written texts in the present, future and past tenses use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, employing simple and complex sentences, especially in the present and the future tense, occasionally in the past tense, and use the following linguistic elements:

INTRODUCTION	DEVELOPMENT	REFINEMENT
<ul style="list-style-type: none"> the comparative expressions with the verb faire questions using inversion adverbs and adverbial expressions emphatic pronouns cohesive elements at the sentence level 		
	INTRODUCTION	DEVELOPMENT
	<ul style="list-style-type: none"> the superlative direct object pronoun (with present tense verbs) indirect object pronoun (with present tense verbs) the passé composé/the imparfait (without necessarily discriminating between passé composé and imparfait usages) 	
		INTRODUCTION
		<ul style="list-style-type: none"> the simple future the pronouns y and en, and the direct and indirect object pronouns as used in authentic discourse the direct object (in the tense used) the indirect object (in the tense used) all interrogative pronouns the present conditional

Component	Intermediate 4	Intermediate 5	Intermediate 6
General Language Education	<ul style="list-style-type: none"> ● determine the meaning of key words (subject, action) in a communication (cognitive) ● use illustrations or non-verbal clues to facilitate understanding of a communication (cognitive) ● accept that errors are a normal part of learning (socio-affective) ● identify individual needs with respect to the task at hand by defining the problem and establishing objectives (metacognitive). 	<ul style="list-style-type: none"> ● formulate hypotheses about key points (cognitive) ● use a dictionary to find the meanings of words (cognitive) ● correct, willingly, errors pointed out by someone else (socio-affective) ● select strategies among various choices appropriate to the task at hand, using questioning as a basis for individual learning (metacognitive). 	<ul style="list-style-type: none"> ● formulate hypotheses about communicative intents (cognitive) ● develop and use their own reference materials (cognitive) ● correct their own errors when they are aware of them (socio-affective) ● evaluate the execution of the learning plan (metacognitive).

D. BASIC LEARNING RESOURCES

Beginning Level

Grade 7 to Grade 9

Miller, Ann and Liz Roselman. *Arc-en-ciel 1*.
London, England: Mary Glasgow
Publications, 1988.

ISBN 1852341742

Miller, Ann, Liz Roselman and Marie-Thérèse
Bougaard. *Arc-en-ciel 2*. London, England:
Mary Glasgow Publications, 1989.

ISBN 1852342331

Intermediate Level

Grade 7 to Grade 9

Brown, Diane G. et. al. *Destinations 2*. Toronto,
ON: Copp Clark Pitman Ltd., 1991.

ISBN 077304955X

Gollert, Heidi et al. *Destinations 3*. Toronto,
ON: Copp Clark Pitman Ltd., 1992.

ISBN 0773051368

Duplantie, Monique et al. *Élans 1: Première
partie*. Montreal, PQ: Centre éducatif et
culturel, inc., 1990.

ISBN 2761707729

_____. *Élans 1: Deuxième partie*.
Montreal, PQ: Centre éducatif et culturel,
inc., 1991.

ISBN 2761709705

Jean, Gladys. *Entre Amis 1*. Scarborough, ON:
Prentice-Hall Canada Inc., 1990.

ISBN 0132825422

Jean, Gladys et al. *Entre Amis 2*. Scarborough,
ON: Prentice-Hall Canada Inc., 1992.

ISBN 0132852896

_____. *Entre Amis 3*.
Scarborough, ON: Prentice-Hall Canada
Inc., 1992.

ISBN 0132879883

McConnell, G. Robert. *Savoir faire: Passages 3*.
Don Mills, ON: Addison-Wesley Ltd., 1991.

ISBN 0201573776

Ullman, Rebecca. *Tous Ensemble! Décollage—
Réflexions*. Toronto, ON: D. C. Heath
Canada Limited, 1992.

ISBN 0669953687

